DOCUMENT RESUME

ED 024 980 CG 003 164

Elementary Counselors Program. 1968 Report.
Pittsburgh Board of Public Education, Pa.
Pub Date [23 Oct 68]
Note-35p.
EDRS Price MF-$0.25 HC-$1.85
Descriptors-*Counselor Role, *Elementary School Counseling, *Elementary School Guidance, Guidance Personnel, Guidance Programs, *Program Evaluation, Role Conflict

The elementary counselor program has been operating in the Pittsburgh public schools since 1966. The program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment. The 1967-1968 evaluation dealt with two major areas of concern: (1) the compatibility of the program with the school environment, and (2) the degree to which the program is operating as specified in the program definition. In general, the program was perceived as fitting in well with the school environment, with the possible exception of some shortage of facilities and time. It was also noted that an overlap of counselors' and school social workers' functions might have led to some conflict. Contrary to the stipulation in the program definition that the counselors' services are available to students during the school day throughout the academic year, it was found that counselors spend only three-fourths of their time performing counseling activities. It was also discovered that students exhibit attitudinal and/or behavioral problems, which was contrary to the statement in the 1966-1967 program definition. (Author)

ELEMENTARY COUNSELORS PROGRAM
1968 REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Pittsburgh Board of Public Education
Office of Research

ED024980

Pittsburgh Public Schools
Bernard J. McCormick, Superintendent

CG 003 164

3. ELEMENTARY COUNSELORS PROGRAM

Summary

The Elementary Counselors Program has been operating in the public schools since 1966. The program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment.

The 1967-1968 evaluation dealt with two major areas of concern: (1) the compatibility of the program with the school environment and (2) the degree to which the program is operating as specified in the program definition. In general, the program was perceived as fitting in well with the school environment, with the possible exception of some shortage of facilities and time. It was also noted that an overlap of counselors' and school social workers' functions might have led to some conflict. Contrary to the stipulation in the program definition that the counselors' services are available to students during the school day throughout the academic year, it was found that counselors spend only three-fourths of their time performing counseling activities. It was also discovered that students exhibit attitudinal and/or behavioral problems, which was contrary to the statement in the 1966-1967 program definition.

ED024980

Introduction

History of the Program

The Pittsburgh Public Schools have employed counselors for secondary schools, grades 7 through 12, since the 1920's. Recognizing that problems of motivation, learning, and achievement often begin in the lower grades, an intensive in-service training program for elementary counselors was started by the Division of Pupil Services in the summer of 1966. In the 1966-1967 school year the newly formed Elementary Counselors Program concentrated on students in the fourth to sixth grades. It was hoped that counselors would help prepare sixth grade students for a realistic and quick adjustment for their entry into junior high school.

The first year's evaluation of the Elementary Counselors Program, reported in the 1967 ESEA Evaluation Report, described the training program designed to prepare counselors for their assignments and included a preliminary examination of the scope and nature of the counseling program. The evaluation focused on the derivation of a program definition, the information for which was supplied by the then 13 counselors and other members of the program staff.

Description of the Program

The Elementary Counselors Program is directed towards the early identification and treatment of those social, psychological, personal,

and educational problems which interfere with a child's educational attainment. The program attempts to meet this objective by helping the student to assess his potential realistically, by encouraging parents, school staff, and personnel from Pupil Services to support the student in pursuing realistic goals, and by assisting the student to choose courses that will promote the development of special interests. Counselors also help the student to make the transition to high school by assisting him in anticipating the adjustments necessary to meet his desires and needs.

The Elementary Counselor's Handbook, prepared by the Office of School Services in 1967, describes the integration of the program into the school environment. The following is an excerpt from page 33 of that handbook:

> .... Guidance is an integrated part of the elementary school program consisting of a coordinated plan involving pupils, parents, and teachers. Guidance is provided by teachers and principals, as well as by special personnel, both within and beyond the curriculum. The classroom teacher is at the center of the guidance activity. The elementary guidance counselor works directly with students and serves as a resource person to aid parents, teachers, and administrators in helping children with adjustment and educational problems and in helping to devise programs to meet each child's specific needs...

The excerpt shows how completely the Elementary Counselors Program is integrated with the overall school program. Counselors, teachers, specialists, and administrators must combine their knowledge and skill about each student to promote effective program operation. If more than one professional is concerned with a child, it is advisable that

each deal with his own area rather than duplicate services or work in divergent directions.

In the 1967-1968 school year the program was operational in 12 public elementary schools and 10 parochial elementary schools. In most cases each counselor was assigned to one public and one parochial school.

The elementary counselor works with all children in the school either individually or in groups. The counselor is available throughout the school day. At the beginning of the academic year he schedules a meeting with each student in the school to ensure that there is total participation in the program. However, students are encouraged to request a conference with the counselor independent of the regularly scheduled meetings if they wish to, and other school personnel may refer a student for counseling services. Individual meetings usually concern a student's scheduling problems, study habits, reading difficulties, learning problems, personal and social troubles, vocational plans, or other areas in which the student has a personal problem. Group sessions are held to discuss problems common to all the assembled students.

In order to provide the counseling services outlined, the counselor needs a private office to promote confidentiality and privacy. The ideal office contains a desk, chairs, filing cabinet, and telephone. Working space for group counseling is also necessary to promote free discussion and to ensure proper testing conditions. A more detailed description of the program appears in the definition which is contained in Appendix A.

Compatibility of Program with the School Environment

Method

During 1968 one of the areas covered by the evaluation was the compatibility of the Elementary Counselors Program with the overall school program. The inquiry sought to determine whether the Elementary Counselors Program conflicts with any other school program at the expense of the effective operation of that program or other school programs. Since the program is fairly new, it is particularly important to find any incompatibilities which can then be corrected at this fluid stage of program development. In an attempt to ascertain if the program operation is suffering because of a role conflict, counselors, school social workers, and principals in whose schools the program is operating were asked if they saw any conflict in the roles of the school social worker and the counselor.

Only those 12 public schools in which the program is operating were included in the study. All elementary counselors and school social workers were administered a questionnaire; principals were interviewed. (A copy of the questionnaires and interview schedule may be found in Appendix B.)

Findings

School social workers, counselors, and principals all consider that the goals of the Elementary Counselors Program are consistent

with those of the general school program. However, all three groups indicated that there was a conflict between the program and the school environment regarding space. The counselor felt that this seriously limited the confidentiality of interviews and, therefore, the effectiveness of the program. Principals and counselors also reported that students and administrative staff have to give up classtime to participate in the counseling program. Elementary counselors and school social workers reported no conflict in their duties, although nearly one-half of the principals considered that such a conflict existed. With this conflict in mind, principals also recommended steps that might be taken to increase the cooperation between the two groups. A more detailed account of the findings follows.

Principals, school social workers, and counselors endorse the goals of the counseling program as consistent with the goals of the general school program. However, the counseling program exists in a school environment in which there are numerous competitors for two scarce resources--time and space. When asked from what activity students are most likely to be released when they are receiving counseling services, all principals and counselors reported classtime. Asked what activity(ies) administrative and cooperative personnel (including teachers) give up to participate in the counseling program, counselors reported that preparation time and classtime are sacrificed equally. Thus to participate in the program,students, administrative staff, and cooperative

personnel have to give up classtime. Yet, when asked, all counselors and school social workers were unwilling to admit a time conflict between the counseling program and other school programs, although five principals did cite such a conflict. Respondents were asked whether the counseling program conflicted with any other school program in terms of available space. A few principals, one-fourth of the school social workers, and one-half of the counselors indicated that a space conflict exists. They cited two possible reasons for this conflict. First, the counselor's office space is shared by itinerant personnel such as school social workers, speech therapists, community agents, doctors, and psychologists. Although each of the above mentioned personnel is only present at a particular school for part of the week, counselors say that at least one specialist shares their office nearly every day. This lack of privacy is thought to interfere with the conduct of personal interviews and to severely limit confidential sessions with either groups or individuals. An additional reason for conflict might be due to the inadequate space for group guidance and testing. In order to make room available for these group activities it is necessary for the counselor to disorganize academic classes and relocate students.

Elementary counselors and school social workers did not perceive any conflict between their duties. However, nearly one-half of the principals believe that the two are not working cooperatively. They cite a lack of communication between the two groups as evidence of this.

For example, some counselors and school social workers do not confer with each other when both are dealing with the same student. Consequently, they may work in opposite directions when it would be more beneficial to the student if they consulted and complemented each other's roles.

Principals provided explanations for this lack of cooperation which indicate that there is a status conflict between the counselor and the school social worker. They made the following suggestions for increasing cooperation:

1. The counselor and the school social worker set up a regular meeting to confer about students
2. The counselor and the school social worker each have a private office (allocation of office space is seen as one of the sources of conflict)
3. The problem be explored at monthly in-service meetings

Program Operation

Method

In an attempt to determine whether a statement in the 1966-1967 definition, which asserts that counselors should not deal with attitudinal and/or behavioral problems, was a correct description of program operation, elementary counselors were asked about the characteristics of students who participate in the program. This aspect of the evaluation was also concerned with determining the amount of time counselors spend performing counseling duties. In order to get answers to these

questions, certain items in the questionnaire referred to previously (Appendix B) were designed for this purpose.

Findings

All elementary counselors reported that most of the students they talk to do have attitudinal and/or behavioral problems, and the definition was modified accordingly. Asked for the amount of time spent on counseling activities, all elementary counselors said that they spend at least three-fourths of their time performing these activities. A more detailed account of the findings follows.

All elementary counselors reported that most students they talk to have attitudinal and/or behavioral problems. To eliminate the discrepancy between the definition and the operating program, the 1968 definition has been modified to reflect this finding by including a statement to the effect that attitudinal and/or behavioral problems are characteristics of participants in the program.

One-fourth of the counselors who completed the questionnaire reported that they devote all their time to counseling duties. The remaining counselors indicated that they allocate three-fourths of their time to these duties. Therefore, all counselors allocate at least three-fourths of their time to counseling. This finding is consistent with the implicit statement in the definition on allocation of time. Future evaluation activity might further explore the issue by investigating how those

counselors who do not spend all their time on counseling activities spend the remainder of their time.

Discussion and Conclusion

Evaluation activity indicates that the goals of the counseling program are consistent with the goals of the general school program. The program, however, does present a time conflict with instructional programs. To remedy this situation, counselors suggest the introduction of an activity period. This would allow students and teachers to participate in the program without missing classtime. Program directors, however, do not feel that this is feasible. Instead, they recommend that counselors call students from nonacademic classes (i.e., art, physical education, etc.) or from classes in which the student excels.

Respondents also indicated that a space conflict exists. A visible example of this conflict is the fact that the counselor's office is shared by itinerant personnel. Principals feel that this assignment of office facilities is one of the main causes of the role conflict they see existing between the school social worker and the elementary counselors. As stated earlier the two concerned groups do not perceive this conflict. Program directors believe that if there is a lack of communication, as the principals assert, it may be due to the fact that the schedules of the elementary counselor and the school social worker do not permit them to confer. It is possible for a counselor to serve one particular public school four days a week. On the fifth day, while the counselor is working

at his assigned parochial school, the school social worker may visit the public school. In schools where the counselor and school social worker are present at the same time, program directors suggest that they try to meet regularly to discuss clients and exchange ideas.

Program directors have taken steps to further define the counselors' duties in order to lessen any possible role conflict. In-service training sessions are scheduled regularly. A seven-day elementary counselors workshop was held at the end of June to further clarify the counselors' functions. These types of activities will serve to strengthen the Elementary Counselors Program and enable it to better serve the home, school, and community.

APPENDICES

APPENDIX A

Elementary Counselors Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Elementary Counselors Program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment.

II. Scope

A. Number of Schools Involved

The program is operating in 12 public elementary schools and 10 parochial elementary schools. There are 9,300 students involved in the 12 public elementary schools. Each counselor is assigned to one public school, and he also spends one day a week in a nearby parochial school.

B. The Grades or Ages of Participants

With one exception, the public elementary schools are of the K- to sixth-grade type. The counselor works with all these students. In the parochial schools which are generally the K- to eighth-grade type, the counselor works primarily with seventh- and eighth-grade students. If time permits, he works with students in the lower grades as well.

C. General Description of Staff

1. Director of Pupil Services (1)
2. Associate Director of Guidance and Counseling (1)
3. Supervisor of Elementary Counselors (1)
4. Elementary Counselors (10)

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program. There are two types of major objectives.

A. Terminal Objectives--outcomes that are directly attributable to the program and demonstrate the success of the program

1. The student deals more effectively with the various social, emotional, and educational problems encountered in the elementary school situation.

2. The student is referred to appropriate specialists (school physicians, psychologists, social workers, or the mental health team).

3. The teacher evaluates and modifies instruction.

B. Ultimate Objectives--the long-range goals of the program. These are the objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

It is hoped that the Elementary Counselors Program will contribute to the student's long-range educational development and aid him in becoming a well adjusted person.

II. Enabling Objectives--outcomes that are instrumental in achieving the terminal objectives

A. The student is aware of his potential and limitations.

B. The student sees his potential and limitations in relation to the existing curriculum.

C. The teacher is aware of his students' potential and their levels of achievement.

D. The teacher becomes more conscientious about his own performance.

E. The student is supported by his parents in pursuing goals which he can achieve.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. Teachers and other school staff are supplied with information on the principles and techniques of guidance and on the interpretation of test scores.

B. Parents and guardians are educated to understand their children's behavioral and attitudinal development problems and their achievement potential.

IV. Criteria for Successful Completion of or Removal from the Program

The duration of any specific guidance program is dependent on the needs of the child and his progress in the program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All children in grades 1 through 6 of participating elementary schools in deprived areas are automatically eligible for the Elementary Counselors Program. Referrals for specific guidance and counseling come from the following sources:

1. School administrators
2. Teachers
3. School social workers
4. Parents and guardians
5. Students

In addition, as a result of information gained from school records or other sources, counselors may request meetings with particular students.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

1. Attitudinal problems
2. Social-behavior difficulties
3. Educational adjustment problems

4. Vocational difficulties

5. Personal and family problems

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director of Pupil Services	1. A Master's degree 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Associate Director of Guidance and Counseling	1. A Master's degree in guidance and counseling 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Supervisor of Elementary Counselors	1. Teaching certificate 2. A Pennsylvania state counseling certificate or a social work certificate 3. Successful elementary school teaching experience 4. Experience as an elementary counselor	
Elementary Counselors	1. Teaching certificate 2. Pennsylvania state counseling certificate or a social work certificate 3. Successful elementary school teaching experience	1. Sincere interest in understanding children 2. Self-confidence 3. The ability to cooperate with others on the school staff 4. Flexibility and adaptability in educational situations 5. A sense of humor

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the individual schools provide support for the Elementary Counselors Program by doing the following things:

1. Setting policy--making decisions and establishing procedures that enable the counseling program to function effectively within the school environment

2. Providing facilities--making the facilities available that are necessary for the successful operation of the counseling program

3. Dealing with the operation and execution of the program--cooperating and supporting the counseling program by working with the counselor(s), students, and other personnel where cooperation is essential

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

The cooperation of both teachers and professionals who provide specialized services for students is essential to the effective operation of the program.

C. Media--the materials and supplies required for program activities

1. Audio-visual aids for adjustment and vocational programs

2. Books, pamphlets, and other resource literature

3. Standardized testing materials

4. Cumulative record files

D. Facilities

Elementary counselors are provided with office space in the various schools they serve. The office, which may be either private or shared, generally contains the following equipment:

1. A desk and chairs

2. A filing cabinet

3. A typewriter

4. A telephone

The counselors must also be provided with some type of working space for group guidance meetings.

IV. Time Constraints

The counselors' services are available to students during the school day throughout the school year. The number of contacts a child has with his counselor, either in a group or as an individual, depends on the needs of the particular child.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Activities in the Elementary Counselors Program are dependent on the kind of student being served:

A. Potential Scholars

These students participate in group counseling sessions designed to help them improve their study habits and reading ability.

B. Learning Problems

1. Students with special learning problems are provided with tutors.

2. Others are given remedial instruction and are encouraged to participate in meetings in which their classroom problems and means of solving them are discussed.

C. Discipline Problems

These students take part in meetings in which they discuss such things as class attitudes and behavior, and educational opportunities.

D. Vocational Guidance

All students are encouraged to discuss work aspirations, to hear persons from various occupations describe their work, and to go on field trips with counselors to see different occupations.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director of Pupil Services	Coordination of Pupil Services	a. Schedules monthly meeting with counselors b. Helps select new personnel c. Coordinates Elementary Counselors Program with other programs in the Division of Pupil Services
Associate Director of Guidance and Counseling	Administration of the program	a. Observes the program operating in the school b. Helps select new personnel c. Attends monthly counselors meeting d. Acquaints new counselors with the program e. Recommends the purchase of materials
Supervisor of Elementary Counselors	1. Supervision of the counselors	a. Helps devise and implement in-service training programs and conferences b. Makes field visits to counselors

Staff Members	Functions	Duties
Supervisor of Elementary Counselors (contd.)	2. Maintenance of liaison between counselors and administrators	a. Provides Associate Director and principals with information resulting from conferences with counselors and field supervision b. Informs counselors of administrative plans and policies
Elementary Counselor	1. Counseling and guidance of students	a. Identifies the problems or areas in which elementary school children need professional assistance b. Provides for the early identification of a child's ability c. Helps ensure optimal adjustment of the child in the educational program by testing and placement d. Acquaints students with the importance of study habits and reading skills e. Begins to acquaint students with the "world of work" by providing vocational speakers, films, trips, and discussions
	2. Collection and dissemination of information on guidance and counseling	a. Keeps cumulative records on student progress b. Reviews and selects relevant material from guidance and counseling literature c. Contacts parents to explain the guidance service and helps them understand the child in his school environment

Staff Members	Functions	Duties
Elementary Counselor (contd.)	3. Provision of liaison between counseling program and the classroom teachers	a. Solicits support and co-operation from classroom teachers b. Provides information on guidance to the teacher c. Arranges occupational field trips with aid of teacher and conducts a follow-up discussion with students
	4. Recommendation of meetings between school specialists and students	Refers students who may benefit from working with specialists

B. Intra-staff Communication and Coordination

The Associate Director of Guidance and Counseling and the Supervisor of the Elementary Counselors are the major intra-staff communication links. Through personal meetings, telephone contacts, frequent counselors' meetings, and in-service training programs, there is a sharing of ideas, problems, and professional information among all staff members.

C. Communication between Program Staff and Others

1. There is considerable information sharing through personal contacts, meetings, and conferences involving counselors, administrators, teaching staff, and special services personnel. Such close and continuous interaction facilitates a balanced approach to the solution of the many physical, social, psychological, and educational difficulties which warrant professional help for the elementary school child.

2. The staff also communicates with the non-school community through parental interviews, the P. T. A., and community meetings. Such contacts help inform the community of school program changes and educational opportunities for neighborhood children.

3. Members of administrative staff may participate in the monthly counselors meeting in a general group and also in a specialized group consisting only of elementary counselors.

APPENDIX B

QUESTIONNAIRE FOR ELEMENTARY AND SECONDARY COUNSELORS PROGRAMS

WE ARE SENDING YOU THIS QUESTIONNAIRE IN AN ATTEMPT TO GATHER MORE COMPLETE INFORMATION ABOUT THE OPERATION OF THE ELEMENTARY AND SECONDARY COUNSELORS PROGRAMS. YOUR COOPERATION IN COMPLETING THE QUESTIONNAIRE IS ESSENTIAL TO OUR SUCCESS.

YOU MAY INDICATE YOUR RESPONSE TO THE QUESTIONS BELOW BY CHECKING THE APPROPRIATE BLANK UNDER EACH QUESTION. PLEASE DO NOT SIGN YOUR NAME TO THIS SHEET. AFTER COMPLETING THE QUESTIONNAIRE, PLACE IT IN THE SELF-ADDRESSED ENVELOPE ENCLOSED AND MAIL IT BY DECEMBER 15, 1967.

Do not write in this column

1. As a counselor in the Pittsburgh Public Schools, to what type of school are you assigned?

   (1)____ K-5 or 6
   (2)____ K-8
   (3)____ Other

2. Is most of the counseling you do:

   (1)____ Individual
   (2)____ Group

3. Would you say that the goals of the counseling program are consistent or inconsistent with the goals of the general school program?

Very consistent	Somewhat consistent	Inconsistent	Very inconsistent
(1)	(2)	(3)	(4)

4. To what extent do administrative personnel cooperate with the counseling program?

Very cooperative	Somewhat cooperative	Uncooperative	Very Uncooperative
(1)	(2)	(3)	(4)

If you answered (1) or (2) to question number 4, answer:

Do administrative and cooperative personnel give up any of the following to participate in the counseling program?

(1) _____Yes

(1)___Preparation time
(2)___In-service training
(3)___Classtime

(2)_____No

5. Are your present facilities adequate?

(1)_____Yes
(2)_____No

If no, please explain:

6. Does the counseling program conflict with any other school program(s) in terms of available space?

(1)_____Yes
(2)_____No

If yes, please explain:

8. Do the students who participate in the counseling program have many attitudinal and/or behavioral problems?

(1)_____Yes
(2)_____No

9. From what activity are the students most likely to be released when they are engaged in counseling?

(1)_____Lunch
(2)_____Class
(3)_____Study hall

10. People in different positions often have different ideas. Do you and your principal have similar or dissimilar ideas regarding counseling?

Very similar	Somewhat similar	Dissimilar	Very dissimilar
(1)	(2)	(3)	(4)

11. When there is a difference between counseling ideas of principal and counselor, whose ideas usually prevail?

(1)_____Yours
(2)_____Someone else's

12. How much time do you spend in counseling and guidance as opposed to other kinds of non-counseling activities?

Full time	3/4 time	1/2 time	1/4 time	Less than 1/4 time
(1)	(2)	(3)	(4)	(5)

13. How were you informed about the role and duties of the school social worker?

(1)____By the principal
(2)____At a meeting of Guidance Counselors
(3)____By the District Supervisor for School Social Services
(4)____By the school social worker
(5)____Other, specify_____
(6)____Never informed

14. Is there any point at which the duties of the counselor and those of the school social worker overlap?

(1)_____Yes
(2)_____No

If yes, please explain:

Elementary-Secondary Counselors Programs
Interview Schedule for Principals

Name of School_____
Student Population_____
Date of Interview_____

1. Elementary_____(1)
   Secondary_____(2)

2. How many full-time counselors are assigned to this school?____

3. How many part-time counselors are assigned to this school?____

4. Does the allocation of facilities for the counseling program result in sacrifice of any other school function(s)?

   _____(1) Yes
   _____(2) No

   If "Yes," please explain:

5. From what activity(ies) is the student most likely to be released when he is with the counselor?

   _____(1) Lunch
   _____(2) Class
   _____(3) Study hall
   _____(4) Do not know

6. Does the counseling program conflict with any other school program(s) in terms of available time?

   _____(1) Yes
   _____(2) No

   If "Yes," please explain:

7. Does the counseling program conflict with any other school program(s) in terms of available space?

_____(1) Yes
_____(2) No

If "Yes," please explain:

8. Is there any point at which the duties of the counselor and those of the school social worker conflict?

_____(1) Yes
_____(2) No

If "Yes," please explain:

9. What criteria are used in selecting students for the General Group?

10. There are various schools of thought with regard to counseling practices. How similar would you say your ideas about counseling are to the counselor's?

_____(1) Very similar
_____(2) Somewhat similar
_____(3) Dissimilar
_____(4) Very dissimilar

11. When there is a difference between your counseling ideas and those of the counselor, whose ideas usually prevail?

_____(1) Yours
_____(2) Counselor's
_____(3) Compromise

12. Do you participate in the program?

_____(1) Yes
_____(2) No

If "Yes," please explain:

13. How frequently do you participate in the counseling program?

_____(1) All the time
_____(2) Sometimes
_____(3) Rarely
_____(4) Never

14. In what ways do you cooperate in carrying out the Elementary-Secondary Counselors Program?

_____(1) Setting policy
_____(2) Providing facilities
_____(3) Dealing with the operation and execution of the program

15. Is a clerk assigned to the counselor(s)?

_____(1) Yes
_____(2) No

15a. If "Yes," how many hours per week are her services available to the counselor?

_____ hours

15b. Often we find in organizations people do not take full advantage of given resources. How many hours per week, in fact, do the counselor(s) use the clerk's services?

_____hours

16. What type of office does the counselor have?

_____(1) Private office
_____(2) Shared office, with_____
_____(3) Undesignated work space

17. If the counselor's office is neither shared nor at a fixed location, is there a private place for the counselor to interview students and/or parents?

_____(1) Always
_____(2) Generally
_____(3) Sometimes
_____(4) Never
_____(5) Do not know

Elementary-Secondary Counselors Programs
Questionnaire for School Social Workers

Name of School_____

Student Population_____

Date of Interview_____

1. Elementary_____(1)
   Secondary_____(2)

2. Does the allocation of facilities for the counseling program result in sacrifice of any other school functions?

   _____(1) Yes
   _____(2) No
   _____(3) Do not know

   If "Yes," please explain:

3. From what activity(ies) is the student most likely to be released when he is with the counselor?

   _____(1) Lunch
   _____(2) Class
   _____(3) Study hall
   _____(4) Do not know

4. Does the counseling program conflict with the social work program in terms of available space?

   _____(1) Yes
   _____(2) No

   If "Yes," in what areas:

   _____(1) Testing
   _____(2) Group guidance activities
   _____(3) Office space
   _____(4) Other, specify_____

5. Does the counseling program conflict with the social work program in terms of available time?

_____(1) Yes
_____(2) No

If "Yes," please explain:

6. How similar would you say your ideas about counseling are to the counselor's?

_____(1) Very similar
_____(2) Somewhat similar
_____(3) Dissimilar
_____(4) Very dissimilar

7. Where there is a difference between your counseling ideas and those of the counselor, whose ideas usually prevail?

_____(1) Yours
_____(2) Counselor's

8. Do you participate in the counseling program?

_____(1) Yes
_____(2) No

9. How frequently do you participate in the counseling program?

_____(1) All the time
_____(2) Sometimes
_____(3) Rarely
_____(4) Never

10. What type of office does the counselor have?

_____(1) Private office
_____(2) Shared office with_____
_____(3) Undesignated work space

11. If the counselor's office is neither shared nor at a fixed location, is there a private place for the counselor to interview students and/or parents?

_____(1) Always
_____(2) Generally
_____(3) Sometimes
_____(4) Never
_____(5) Do not know